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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 27 titles deal with a variety of topics, including the following: (1) instructional strategies in teaching synonyms, antonyms, classification, paraphrasing, and locating a main idea; (2) formal aspects of metaphor; (3) linguistic and logical training; (4) comprehension of explicit and implicit conjunction; (5) linguistic cohesion in texts; (6) the routinization of gender presuppositions in ordinary language; (7) identification and discrimination of synthetic speech sounds by children with varying phonics skills; (8) online processing of the figurative and literal meanings of metaphorical sentences; (9) children's use of plural allomorphs in familiar and unfamiliar settings; (10) the computer in literary and linguistic studies; (11) cohesion in student narratives; (12) children's production and perception of English voiceless fricatives; (13) the development of word meaning in the school aged child; (14) moric phonology; (15) semantic and stylistic variations in language on perceptions of social influence characteristics; and (16) two methodologies for enhancing the syntactic maturity of community college students. (HOD)

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Language Use, Language Ability, and Language Development:

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CS 208 052

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Abstracts of the following dissertations are included in this collection:

Allery, Virginia Patricia
THE EFFECTS OF INSTRUCTIONAL STRATEGIES IN TEACHING SYNONYMS, ANTONYMS, CLASSIFICATION, PARAPHRASING, AND LOCATING A MAIN IDEA TO FOURTH AND FIFTH GRADE STUDENTS

Bachus, Lawrence Patrick
THE EFFECTS OF LINGUISTIC AND LOGICAL TRAINING ON CONDITIONAL REASONING PERFORMANCE IN 7TH AND 11TH GRADERS

Bailin, Alan Joel
FORMAL ASPECTS OF METAPHOR: A STUDY IN STRUCTURAL POETICS

Barlow, Cleve D.
THE EFFECTS OF MANIPULATING SEVERAL LINGUISTIC PARAMETERS ON JUDGE RATINGS OF ANSWERS

Bartlett, Andrea
SIXTH GRADERS' COMPREHENSION OF EXPLICIT AND IMPLICIT CONJUNCTION

Bochner, Joseph H.
SPEECH, HEARING, AND LANGUAGE ACQUISITION: AN INVESTIGATION OF TEMPORAL PATTERNING, AUDITORY PROCESSING, AND SYNTACTIC STRUCTURE

Cha, Jin Soon
LINGUISTIC COHESION IN TEXTS: THEORY AND DESCRIPTION

Coleman, Linda Katherine
A LINGUISTIC ANALYSIS OF TELEVISION COMMERCIALS

Crowdes, Margaret Stephanie
"I AM A WOMAN AND A HUMAN BEING": THE ROUTINIZATION OF GENDER PRESUPPOSITIONS IN ORDINARY LANGUAGE

Groeneweg, Gerrit
THE DEVELOPMENT OF COMPREHENSION: SOME LINGUISTIC AND COGNITIVE DETERMINANTS OF SENTENCE VERIFICATION

Harrison, Rogena Marie
A COMPARISON OF TWO METHODOLOGIES FOR ENHANCING THE SYNTACTIC MATURITY OF COMMUNITY COLLEGE STUDENTS

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SITUATIONS AND LANGUAGE: CHILDREN'S USE OF PLURAL ALLOMORPHS IN FAMILIAR AND UNFAMILIAR SETTINGS

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Kilpatrick, Paul Wylie
AN A-FRAME ANALYSIS OF METAPHOR

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IDENTIFICATION AND DISCRIMINATION OF SYNTHETIC SPEECH SOUNDS BY CHILDREN WITH VARYING PHONICS SKILLS

Meyer, Charles Frederick
A DESCRIPTIVE STUDY OF AMERICAN PUNCTUATION

Ojala, Elizabeth Ann
PRESCHOOL CHILDREN'S TALK: A DESCRIPTIVE ANALYSIS

Petrun, Craig Joseph
ON-LINE PROCESSING OF THE FIGURATIVE AND LITERAL MEANINGS OF METAPHORICAL SENTENCES

Radencich, Marguerite Cogorno
THE ROLE OF VOCABULARY IN THE METAPHORICAL PROCESSING OF FLUENT AND LESS FLUENT USERS OF ENGLISH

Rudman, Joseph
THE COMPUTER IN LITERARY AND LINGUISTIC STUDIES: A RATIONALE AND GUIDE FOR A GRADUATE ENGLISH COURSE

Shepper, Myra Sheila
COHESION IN STUDENT NARRATIVES: GRADES FOUR, SIX, AND EIGHT

Tohsaku, Yasu-Hiko
A FORMAL THEORY OF VOWEL HARMONY

Velleman, Shelley Lynne
CHILDREN'S PRODUCTION AND PERCEPTION OF ENGLISH VOICELESS FRICATIVES

Watson, Rita Patricia May
FROM MEANING TO DEFINITION: THE DEVELOPMENT OF WORD MEANING IN THE SCHOOL-AGED CHILD

Wyman, Elizabeth Ann
THE EFFECTS OF SEMANTIC AND STYLISTIC VARIATIONS IN LANGUAGE ON PERCEPTIONS OF SOCIAL INFLUENCE CHARACTERISTICS

Yamada, Jeni Ellen
THE INDEPENDENCE OF LANGUAGE: A CASE STUDY

Yoshiba, Hiroshi
MORIC PHONOLOGY: TOWARD THE ESTABLISHMENT OF A NEW PHONOLOGICAL UNIT

THE EFFECTS OF INSTRUCTIONAL STRATEGIES IN TEACHING SYNONYMS, ANTONYMS, CLASSIFICATION, PARAPHRASING, AND LOCATING A MAIN IDEA TO FOURTH AND FIFTH GRADE STUDENTS

Order No. DA8318035

ALLERY, VIRGINIA PATRICIA, PH.D. *University of Minnesota*, 1983. 110pp.

This study was undertaken to investigate the effects of instructional strategies in teaching synonyms, antonyms, classification, paraphrasing, and locating a main idea. The instructional methodology was defined in terms of instructional strategies derived from schema theory. The focus was on the student and his/her unique set of prior experiences. Given the premise of student importance, emphasis was placed on relevant content, meaningful application activities, associative techniques, and directed activities derived from single instructional objectives. The subjects were fourth and fifth grade students from a Bloomington, Minnesota public school. Students were randomly assigned to experimental and control groups. Instruction extended over an eight week period for a total of thirty-seven hours. T-test calculations did not reveal statistically significant group differences for treatment using the *Nelson Reading Skills Test* as a dependent measure. On the other hand, t-test calculations using the *Specific Reading Comprehension Test*, constructed by the investigator, revealed significant group differences favoring treatment.

THE EFFECTS OF LINGUISTIC AND LOGICAL TRAINING ON CONDITIONAL REASONING PERFORMANCE IN 7TH AND 11TH GRADERS

Order No. DA8321427

BACHUS, LAWRENCE PATRICK, PH.D. *Southern Illinois University at Carbondale*, 1983. 261pp. Major Professor: Dr. Ronna Dillon

The effects of linguistic and logical training on conditional reasoning performance in 7th and 11th graders was examined by administering a series of linguistic and logical treatments followed by criterion tests to 52 7th graders and 58 11th graders.

A number of research questions centering around group membership and grade membership were generated. The results of the study can be summarized as follows: (1) The data did not show significant differences between 7th and 11th graders on criterion measures following treatment. (2) The data did not show significant differences among treatment groups on criterion measures following treatment.

Several alternative hypotheses were generated as possible explanations for the results. However, no hypothesis could be accepted, unequivicably, based on the data collected.

FORMAL ASPECTS OF METAPHOR: A STUDY IN STRUCTURAL POETICS

BAILIN, ALAN JOEL, PH.D. *McGill University (Canada)*, 1983.

This dissertation is concerned with the formal analysis of metaphor. It focuses particular attention upon metaphor in literary works. The framework for the analysis is developed from a theory of textual meaning originally formulated by Irena Bellert.

The proposals in the dissertation concern: (1) what entities are included in a "metaphorical extension"--that is, the class of conceivable entities to which a word or phrase can be taken to apply truly under a particular metaphorical interpretation; (2) what we conventionally understood a metaphorically intepreted word or phrase to mean or imply (as opposed to suggest or connote); (3) how we can understand propositions which are literally inconsistent to be consistent because of metaphorical interpretation; (4) what we conventionally understand a metaphorically interpreted word or phrase to suggest or connote.

THE EFFECTS OF MANIPULATING SEVERAL LINGUISTIC PARAMETERS ON JUDGE RATINGS OF ANSWERS

BARLOW, CLEVE D., PH.D. *Brigham Young University*, 1983. Chairman: Bruce L. Brown

An improved matched-guise technique was used to investigate the evaluative reactions of undergraduate college students at the Brigham Young University to two dialects of English: Standard American English (SAE) and Hawaiian Pidgin (HP). Six male bilingual speakers were used to create 72 voice samples. Each speaker appeared twice on each of six test tapes--once in an SAE manipulation, and once in an HP manipulation. A modified Latin square design was used to counterbalance speaker and manipulation position across tapes, but with speaker order remaining constant. It was hypothesised that there would be significant downgrading by judges on ratings given to the HP guises and certain levels of intonation. It was also predicted that judges would not be able to tell why they judged as they did when their judgments were to be based solely on the "content" quality of answers. The results confirmed both of these hypotheses. The outcomes of this and other related matched-guise studies were interpreted in the light of "transparency theory" and conclusions were drawn concerning their implications for education.

SIXTH GRADERS' COMPREHENSION OF EXPLICIT AND IMPLICIT CONJUNCTION

Order No. DA8315797

BARTLETT, ANDREA, PH.D. *Arizona State University*, 1983. 118pp.

The purpose of this study was to investigate sixth graders' comprehension of explicit and implicit conjunction. Thirty-six children were randomly selected from sixth grade classrooms. A stratified random sample was constructed in which 12 students from each of three reading ability levels were selected. These ability levels were determined by scores on the reading comprehension subtest of the *California Achievement Test*.

The materials consisted of two passages which had been adapted from stories in a basal reading series. The two passages were approximately 500 words in length, and they were matched in total number of propositions (Thorndyke, 1977). Two versions of the two passages were prepared. In the first version (i.e., explicit), both passages were left textually intact. In the second version (i.e., implicit), two occurrences of *and, but, because,* and *then* were deleted from each passage.

Subjects were randomly assigned to one of four treatment groups. Treatment conditions allowed a within-subjects comparison of performance scores on one story with explicit conjunctions to scores on the other story with implicit conjunction.

The subjects read silently the stories to which they had been assigned. After each page, the researcher administered oral "wh" questions. Subjects' oral responses were written and tape recorded by the researcher.

Contingency chi square analyses indicated no significant interrelationships between the three reading ability groups and the conjunction conditions (i.e., explicit and implicit) or the conjunctive categories (i.e., additive, adversative, causal, and temporal). The lack of statistically significant effects prohibited the researcher from making any recommendations concerning instruction in conjunctions. The secondary finding that high ability readers performed slightly better with explicit conjunctions was interpreted as compatible with interactive models of reading comprehension.

SPEECH, HEARING, AND LANGUAGE ACQUISITION: AN INVESTIGATION OF TEMPORAL PATTERNING, AUDITORY PROCESSING, AND SYNTACTIC STRUCTURE

Order No. DA8316199

BOCHNER, JOSEPH H., PH.D. *The University of Wisconsin - Madison*, 1983. 189pp. Supervisors: Professor David E. Yoder, Associate Professor Peter A. Schreiber

The influence of speech prosody on children's auditory processing of sentences was examined in order to determine the manner in which temporal properties of the speech signal, specifically the features of pause and rhythm, influence normal first language acquisition. Sentences were presented under two conditions, one employing natural speech and the other speech with an electronically-altered temporal pattern. Three types of sentences in each presentation condition were administered to samples of subjects at the first, second, and third grade levels. The sentence types consisted of center-embedded (SS) and right-branching (OS) relative clause constructions and verb phrase coordinations. Children's language processing was assessed with a question-answering comprehension task. Data were analyzed with analysis of variance procedures. Significant main effects were found for sentence type and grade level. The effects of presentation condition, however, tended to vary as a function of sentence type and grade level in a manner suggesting that prosody influences children's processing of specific syntactic structures as a function of their level of language development. The data are interpreted as indirect evidence that prosody is a contributing factor in language acquisition. Potential implications of these findings are discussed with regard to children's development of fluent reading skills and the acquisition of English in hearing-impaired individuals.

LINGUISTIC COHESION IN TEXTS: THEORY AND DESCRIPTION

CHA, JIN SOON, PH.D. *McGill University (Canada)*, 1983.

This study is an attempt to construct a theoretical and descriptive framework for the analysis of lexicogrammatical, semantic and semiotic cohesion, called the Extended Systemic Cohesive Model. This model is an extension of the Halliday-Hasan model (1976) whose descriptive range is limited to lexicogrammatical cohesion. The classical hypothesis that cohesion is realized through the lexicogrammatical system is proved to be inadequate. An alternative thesis is proposed and justified: that cohesion is captured at lexicogrammatical, semantic and semiotic levels. As a result, a linguistic framework is constructed which explicitly accounts for the properties that make a text hang together at these three particular levels, and its applicability is tested against given empirical data. The discussion is focused on how and why the above three types of cohesion contribute to the unity of a text plus a critical review of previous relevant work.

A LINGUISTIC ANALYSIS OF TELEVISION COMMERCIALS

Order No. DA8312787

COLEMAN, LINDA KATHERINE, PH.D. *University of California, Berkeley*, 1982. 327pp.

As with any communication, understanding the message of a television commercial is a matter of drawing inferences about what the semantic material on the surface means within the context. This process is guided by a variety of linguistic and paralinguistic signals. Much of the communicative load is thus assigned to channels other than the lexically realized portion of the message. This study examines various aspects of the inferencing process as applied to television commercials.

The advertiser relies heavily on the audience's knowledge of the genre. Deviations from the standard phonology of television can be used to create a context for the message or evoke cultural stereotypes which provide a background for the message.

Prosodic cues guide the hearer in determining the relationships between segments and signal which segments are in focus. Other prosodic features, such as voice tone, provide information about the speaker's attitude or understanding of the context.

Puns, semantic anomaly, and other forms of word-play are used to catch the audience's attention and create the impression of a joking relationship between advertiser and audience, with concomitant implications of solidarity. The added work required to understand the double meaning also makes the message more memorable. As with phonological and prosodic features, semantic or syntactic forms associated with particular activities or groups can evoke cultural stereotypes or schemata, adding more information to the message.

In order to correctly interpret what is going on in a commercial, the hearer must know a specialized set of pragmatic rules for television commercials, in addition to the pragmatics of English, since inferences are based in both the overall commercial context and the embedded context(s) created within the commercial. Part of this knowledge includes the hearer's ability to perceive complete units when presented with truncated forms, and to fill in the missing material.

The success of any communication relies on the fit among all channels carrying the communicative load. In the case of commercials, the various linguistic and paralinguistic features operate in harmony to support the overt selling message.

"I AM A WOMAN AND A HUMAN BEING": THE ROUTINIZATION OF GENDER PRESUPPOSITIONS IN ORDINARY LANGUAGE

CROWDES, MARGARET STEPHANIE, PH.D. *University of California, San Diego*, 1983. Chairperson: Professor Hugh Mehan

This thesis investigates a logical relationship between language and culture, relative to presuppositions pertaining to genders, and the nature of that relationship as it is displayed in a particular group of women's and men's personal accounts of apparently commonly shared values. All the participants in this project practice a martial art. Their choices to, and explanations for, concerning themselves with "mind-body integration, self-awareness, confidence and self-control" through training in a martial art are shaped by their memberships as men or women in a white, professional and semi-professional, middle-class milieu. In turn, their memberships as martial artists shape their "ordinary lives" and the ways they use their common language. Speakers thus simultaneously utilize two different ontological constructs according to which they create meaningful explanations.

For many people, the routines of everyday life discourage balance among the many realms in which we interact. Work and home, leisure and labor, school and play; each of these dimensions of life are separated, and often appear antagonistic and unblendable. The assumed "natural" traits of women and men are separated this way too--in the categorical, moral, hierarchical and experiental separation of woman from man. In these degrees and conditions of routinized opposition, a balance between mind and body, in a spirit of health is difficult to sustain; and it is not an idea of practice widely accepted as a topic in its own right. Self-discipline is often equated with repression; self-realization and awareness with indulgence and narcissism; self-control often appears as self-denial; self-defense is frequently associated with violence and aggression. In martial arts philosophy, and in ideal practice, this conception of duality is countered.

In light of their bi-linguality, gender biases displayed in explanatory discourse receive primary interpretive focus: Their symbiotic but a-symmetrical memberships in white patriarchal culture bound what women and men will and will not, can and cannot conceivably explain with these contrasting concepts of duality and intregration. Those boundaries appear as taken-for-granted properties of normal form speech.

ON THE SEMANTICS OF THE PRESENT TENSE IN ENGLISH

Order No. DA8316007

DePue, David, Ph.D. *University of Pennsylvania*, 1983. 130pp. Supervisor: John Fought

Recent research, especially within the last twenty years or so, has increasingly revealed the semantic function of the so-called "present tense" in English. This dissertation is a sketch of that function, derived from a corpus of utterances from Fishtown, Philadelphia and a review of the literature of the English verb. It comes to this conclusion: The function of the "present" is not to indicate present time, or any time at all. Rather, the "present" functions as the "timeless" form, having no time-meaning whatsoever.

There are interesting implications for linguistic theory and analytic technique, for the teaching of English as a foreign language and for the teaching of writing to speakers of English.

LANGUAGE DEVELOPMENT AFTER 5: A NEO-PIAGETIAN INVESTIGATION OF SUBORDINATE CONJUNCTIONS

Order No. DA831280

Fabian, Veronica, Ph.D. *University of California, Berkeley*, 1982. 341pp.

Language development during the elementary school years was investigated by eliciting children's comprehension and production o eight subordinate conjunctions: *before, after, ever since, until, because, even though, if*, and *unless*. The experimental procedure began with a common knowledge base provided through cartoon stories, the events of which combine into a particular temporal or logical pattern. Although the conjunctions did not appear in the stories, they can be used to summarize them. Three elicitation methods were used: children had to *construct sentences* with a conjunction, *complete sentences* which began with the main or the subordinate clause, and make *true/false judgements*. The independent variables were age and mental processing capacity, i.e., the *M* construct of Pascual-Leone's Theory of Constructive Operators (TCO). IQ, mental age (MA), and cognitive style (measured by the Children's Embedded Figures Test) were used as covariates.

The following results provide considerable empirical support for the TCO: (1) Correlations between language performances and nonverbal measures of *M* capacity were $r = .64$ or higher, and once the effect of *M* was removed, "linguistic" measures such as MA contributed very little to the total variance explained. (2) The significant increases in language performance were at ages 5 to 6, 6 to 7, 8 to 9, and 10 to 11. These are congruent with the *M* capacity stages proposed by Pascual-Leone's theory. (3) Multiple regression and factor analyses of the even and the odd years showed that *M* capacity accounts for more variance in the odd years than it does in the even years, while the reverse is true for measures of linguistic repertoire. (4) In addition to an overall difference between conjunctions and between experimental paradigms, there was an interaction between the two, so that the relative difficulty of a conjunction varied as a function of the processing demands of the paradigm. The *M* capacity level where each conjunction was passed in each paradigm was explained through the TCO's methods of task analysis.

These results, as well as a theory-guided review of the empirical literature on subordinate conjunctions suggest that the main constraint on children's language during the elementary school years is the nonverbal developmental parameter *M*. Additionally, variation about this *M*-determined performance pattern could be explained through the TCO's explication of the cognitive style of the subjects and the psychological structure of the tasks.

THE DEVELOPMENT OF COMPREHENSION: SOME LINGUISTIC AND COGNITIVE DETERMINANTS OF SENTENCE VERIFICATION

Groeneweg, Gerrit, Ph.D. *University of Toronto (Canada)*, 1983.

Given sentences of the form "John has more than Mary.", children, unlike adults, tend not to recognize that a reversal of both the nominal and relational elements results in sentences which are equivalent in meaning. Furthermore, a reversal in only one of the elements produces sentences which are different in meaning.

If the difficulty that children have is purely a logical one, then the relation between the sentence pairs (0, 1 or 2 elements reversed) should determine their ease of verification. This should maintain irrespective of the linguistic form of the relational elements--i.e. a lexical or a syntactic contrast. However, if the difficulty is a linguistic one there should be clear differences in the ease with which different contrasts, for example, locatives or comparatives versus passives and negatives, respectively, can be verified. Furthermore, the markedness of the relational elements should effect verifiability. Finally, if verification is associated with general cognitive change, then patterns of verification should change with independently measured aspects of cognitive development, for example, Piagetian reversibility, and Case's mental capacity.

Kindergarten, Grade Two and Grade Four children verified pairs of sentences differing in their logical and linguistic structure. They also completed tests of operational reversibility and mental capacity. An analysis of reaction times adjusted to reflect error rates revealed that sentence pairs having no transformations of their elements were the most easily verified, those having two transformations the most difficult, and those with one transformation of intermediate difficulty. Sentence pairs with a lexical contrast were easier than those with a syntactic contrast, and unmarked sentences were easier than marked sentences. Both reversibility and mental capacity were significantly ($p < 0.01$) related to item verifiability. Individuals failing on the reversibility task almost always also failed to reach a criterion of 75% correct on the most difficult verification pairs. Similarly, individuals with a measured mental capacity for holding less than three items in active working memory, also did extremely poorly on these same pairs of sentences. Process models developed to account for the pattern of results provided reasonable fits for the observed data but also suggested other variables as being important in the comprehension process.

A COMPARISON OF TWO METHODOLOGIES FOR ENHANCING THE SYNTACTIC MATURITY OF COMMUNITY COLLEGE STUDENTS

Order No. DA8313460

Harrison, Rogena Marie, Ed.D. *The University of Tulsa*, 1983. 110pp. Director: Professor Victor Hornbostel

The main purpose of this study was to investigate the effectiveness of sentence-combining practices for enhancing the syntactic maturity of community college students compared with conventional English composition studies. A secondary purpose was to investigate the

effectiveness of sentence-combining practices for students of different ability levels.

A two-way factorial, quasi-experimental pretest-posttest design was used. The column treatment was experimental or control group. The row difference was between two ability level students. The sample was 318 community college students in ten intact freshman English classes. The experimental group practiced sentence combining for six weeks, and the control group wrote compositions. The results of statistical tests were significant at the hypothesized .05 level for both factors of syntactic maturity, words/T-unit and words/clause.

The major conclusions were that practicing sentence combining was a more effective method of enhancing syntactic maturity than conventional English composition studies and was not bound to the students level of mental-intellectual development. Sentence combining methodology was more effective in enhancing the syntactic maturity of community college students of both ability levels than writing compositions.

Based on these findings, some implications for theory and practice were discussed, and recommendations were made for future research.

SITUATIONS AND LANGUAGE: CHILDREN'S USE OF PLURAL ALLOMORPHS IN FAMILIAR AND UNFAMILIAR SETTINGS

Order No. DA8320720

HECHT, BARBARA FRANT, PH.D. *Stanford University*, 1983. 194pp.

Studies of acquisition of inflectional morphology have shown that children are able to use inflectional morphemes in their spontaneous speech well before they are able to use the same morphemes to inflect nonsense word stems in sentence-completion tasks. This discrepancy, I argue, cannot be attributed to a lack of productive knowledge of the inflections or to a particular problem inherent in the use of nonsense words: Children's inability to use certain inflections in nonsense word tasks follows from more general characteristics of cognitive development. Children's cognitive skills are initially applied to familiar tasks and settings, and only later generalize to less familiar situations. It was hypothesized that their ability to use and understand newly emerging linguistic forms is similarly restricted to situations in which language is used with communicative intent in conversation about familiar objects and events. It is only after linguistic forms become well-established in their repertoires that children are able to use those forms in less familiar, decontextualized elicitation tasks.

These arguments suggest that pre-school children should be able to appropriately inflect some nonsense word stems that they do not inflect in sentence-completion tasks if they have opportunities to use those stems in a conversational context while talking about actual objects. This hypothesis was tested by investigating pre-school children's ability to use the plural allomorphs /-s/, /-z/, and /-əz/ in three experimental situations: (1) A formal task similar to that used by Berko (*Word, 1958, 14*, 150-177) in which the experimenter assigned nonsense names to pictures of novel cartoon characters and provided a sentence frame designed to elicit the plural (e.g., "Here are two—"), (2) a task in which the plural form is elicited with a question about novel objects, and (3) a communication game designed to elicit plurals in the course of naturalistic conversation about novel objects. All children were tested in all three situations.

The results of the study support the hypothesis. Children used the plural allomorphs with nonsense words significantly more often in situation (2) than in situation (1) and significantly more often in situation (3) than in either of the other two situations (matched pairs *t* tests, $p < .001$ in all cases). Thus, children who appeared to have no productive knowledge of certain plural inflections in the initial sentence-completion task *were* able to use the forms with nonsense stems in more naturalistic situations when *they* initiated the utterances. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

A COMPARISON OF THE DIALOGUE SKILLS OF EMOTIONALLY DISTURBED AND NORMAL PRESCHOOLERS

Order No. DA8313445

HERZOG, ELAINE PARKER, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1982. 183pp. Chairperson: Grace Bingham

A study was conducted in which the dialogue skills of emotionally disturbed preschoolers were compared to those of normal children in free play and conversations with (a) their mothers, (b) an unfamiliar female clinician, and (c) a peer. The disturbed subjects had all been diagnosed as having neurotic and/or personality disorders but were not psychotic, autistic or neurologically impaired. The normal and disturbed children were all five year old boys of averge IQ from middle class families. By using Blank's and Franklin's "Cognitively-Based System of Assessment" (1979) the following skills were evaluated: (1) The predisposition to initiate exercised by each speaker to establish and maintain the flow of dialogue. (2) The adequacy of each speaker's utterances in relation to those of the previous speaker. (3) The conceptual complexity and summoning power of utterances. (4) The ability of each speaker to respond appropriately to specific kinds of initiations. (5) The absolute quantity of language produced by each speaker.

The disturbed and normal children did not differ in their ability to understand or to produce utterances of various levels of conceptual complexity and summoning power. They did differ in their rates of adequacy of response and in their ability to initiate and maintain a continuous flow of dialogue. Although less competent than the normal children in all situations, the disturbed children were particularly deficient with peers. Over 20% of the disturbed responses to peers were inadequate as compared to the normal rate of 6%. Both the mothers and the stranger used their conversational skills to structure and control the conversations so that the disturbed children would function more adequately in these situations. While the normal children were able to maintain appropriate dialogues without the assistance of an adult the disturbed children were not able to do so.

The diagnosis of emotional disturbance in children is implicitly based, in part, on what occurs in dialogues between the children and other individuals (parents, clinicians, etc.). This research helps to objectify and formalize such clinical judgments.

AN A-FRAME ANALYSIS OF METAPHOR

Order No. DA8320892

KILPATRICK, PAUL WYLIE, PH.D. *The Pennsylvania State University*, 1983. 234pp. Adviser: Philip Baldi

I will be using Marvin Minsky's notion of "frames" from the artificial intelligence literature. I am claiming that frames contain labeled terminal values which indicate the value type and that one type of value is "stereotypic." When topic irrelevance triggers a problem solver or metaphoric parasite, the tenor frame is held while the vehicle frame is retrieved. All values marked as stereotypic (or the stereotypic bundle, SB) from the vehicle frame are copied together with the SB of the tenor frame into a new and possibly temporary A-frame. Interpretation, that is, question answering, proceeds as usual with the understanding that belief is suspended and conceptual dependencies and inferences may be violated within this metaphorical context so that terminal values such as AKO need *not* be reassigned but information regarding the use of the terminal values is retained for future figurative use.

IDENTIFICATION AND DISCRIMINATION OF SYNTHETIC SPEECH SOUNDS BY CHILDREN WITH VARYING PHONICS SKILLS

Order No. DA8315946

KOURY-PARKER, DANIELLE IRENE, PH.D. *Northwestern University*, 1983. 165pp. Chairman: David R. Rutherford

There is evidence that during reading, vowels are erred upon more frequently than consonants by both good and poor readers. Studies of adult speech perception have shown that the acoustic information in vowels is remembered better than the acoustic information in consonants. Vowel but not consonant discrimination appears to be degraded by increases in duration of interstimulus interval. This may be due to decay of acoustic information in short-term memory. Because children with inefficient phonics skills are thought to have deficits in memory processing, I wished to determine if a relationship could be discerned between phonics ability and auditory and phonetic memory coding of vowels and consonants. Normal readers were assigned to more efficient (MEF) or less efficient (LEF) phonics groups on the basis of their performance on a standardized phonics test.

Experimental materials were synthetic vowel (/ɪ/-/ɛ/) and consonant (/ba/-/pa/) continua, the individual tokens of which were 300 msec long. The consonant series varied in equal steps from 0 to +60 msec voice onset time. Subjects were given 70 item identification and 350 item same-different discrimination tasks. The discrimination pairs were divided into five blocks each of seventy trials. Each block was presented at one of the following interstimulus intervals: 0.0, .25, .50, 1.0 and 2.0 seconds. The percent correct discrimination scores were transformed into d′ (d prime) values, a procedure which removes response bias from the raw data.

Results indicated that the LEF phonics group appeared to be less consistent in the identification of the vowels than the MEF group. There were minimal group differences in the consistency of identification of consonants. Statistical analysis of the d′ scores revealed that the LEF group was significantly inferior to the MEF group in overall vowel but not consonant discrimination. Neither group showed significant differences in discrimination of vowels or consonants as a result of the delay treatment. I suggested that children in general may not utilize acoustic as much as phonetic information to discriminate vowels and that the performance of the LEF phonics group may be related to less consistent use of phonetic information during vowel discrimination.

A DESCRIPTIVE STUDY OF AMERICAN PUNCTUATION

Order No. DA8319495

MEYER, CHARLES FREDERICK, PH.D. *The University of Wisconsin - Milwaukee*, 1983. 180pp. Supervisor: Professor Sidney Greenbaum

This study deals with the function and practice of American punctuation. It is based on three contrasting styles of edited prose (journalism, learned writing, and fiction) taken from a computerized corpus of writing known as the *Standard Corpus of Present-Day Edited American English*.

The first part of the study discusses the function of punctuation. It is argued that past studies of the function of punctuation are invalid because they fail to distinguish the function of punctuation from how this function is realized. Modern punctuation has two functions: to insure that the written text is easily and efficiently understood by the reader and to enable the writer to create stylistic effects by emphasizing certain constructions and varing the prose rhythm of the text. These functions are realized by the marking of syntactic, prosodic, and semantic boundaries. Although these boundaries always overlap, some punctuation is more syntactically, more prosodically, or more semantically motivated.

The remainder of the study is descriptive and details how sentences, coordinate constructions, adverbials, and modifiers were punctuated in the various styles of the corpus. In addition, comparisons are made between the practice of punctuation in the corpus and the rules of punctuation given in usage books and style manuals. Although most constructions were punctuated according to these rules, certain types of modifiers occasionally were not.

PRESCHOOL CHILDREN'S TALK: A DESCRIPTIVE ANALYSIS

Order No. DA8321075

OJALA, ELIZABETH ANN, PH.D. *University of Denver*, 1983. 149pp.

To identify what an ongoing group of preschool children considered appropriate speech activity among themselves, samples of the naturally occurring talk of a small ongoing group of preschool children were tape recorded, transcribed, analyzed qualitatively and reported on a descriptive level. The results were that four "ways of speaking" were identified and described in relation to the patterns of speech activity of which they were composed as well as the intersubjective knowledge underlying them.

The four ways of speaking, imaginary monologues, imaginary dialogues, real dialogues and explanatory dialogues, were composed of five patterns of speech activity (imaginary talk, real talk, monologue talk, dialogue talk and repetition). From the patterns of speech activity, the assumptions regarding what was considered appropriate speech activity in each way of speaking were inferred. The assumptions revealed that the level of speaker accountability differed from one way of speaking to another. As the ways of speaking moved from monologues to dialogues and from imaginary to real to explanatory ways of speaking, the speaker's accountability increased. In addition, the assumption that repetition was a relevant response was found to be operative, at some level, in all four ways of speaking. The findings then suggested that the children were able to modify their speech activities in accordance with what they considered appropriate in at least four different ways of speaking. The different ways of speaking made different communicative demands on the children. And, repetition was a prevalent and functional aspect of the children's talk exchanges.

ON-LINE PROCESSING OF THE FIGURATIVE AND LITERAL MEANINGS OF METAPHORICAL SENTENCES

Order No. DA8322982

PETRUN, CRAIG JOSEPH, PH.D. *University of Kentucky*, 1983. 91pp. Director: Dr. Susan M. Belmore

One issue which is currently the focus of psychologists investigating language comprehension is the differential processing of the figurative and literal meanings of a metaphoric sentence. The purposes of the present study were: (1) to examine the activation of the figurative and literal meanings of a metaphorical sentence, and (2) to directly test the assumptions of several current models of metaphor comprehension. The priming technique in conjunction with a stimulus onset asynchrony (SOA) procedure provides a methodology for determining whether the figurative or literal meaning of a metaphoric sentence is accessed first.

The subjects were 60 undergraduate psychology students who received course credit for their participation in the study. The experimental stimuli consisted of 48 metaphorical sentences. Each sentence was followed by a probe word which represented either the figurative or literal meaning of the sentence, or a neutral word. For example, "The sky cried" was followed by one of four different probe types: (1) rain (figurative), (2) baby (literal-verb), (3) blue (literal-noun), (4) angry (neutral). The SOA between sentence offset and probe word onset (0, 500, 1000 msec) was varied between subjects. The subjects were instructed that their primary task was to understand each sentence and then to read the probe word aloud as quickly as possible.

The mean latencies for correct naming responses were tested by ANOVAs. The results indicated that there was a significant effect due to Probe Type. Follow-up analyses indicated that responses to the metaphorical and literal probe words showed facilitation relative to the neutral word. In addition, there was a significant effect of probe type at the 1000 msec SOA but not at the 0 and 500 msec SOA. Follow-up analyses indicated that mean responses to the figurative and literal probes were significantly faster than to neutral probes. Furthermore, the differences between the figurative and literal probes did not reach significance.

The results of the present study have demonstrated that the figurative and literal meanings of a metaphor are accessed at approximately the same point in time. This was indicated by the significant facilitation for the figurative and literal probe words at the 1000 msec SOA. Further discussion of these results included: (1) the implications for current theories interested in describing the processing of figurative language, (2) the importance of using methodologies which take into account the dynamic characteristics of metaphor comprehension, (3) the possible problems which can arise from the use of metaphorical stimulus materials in a priming methodology.

THE ROLE OF VOCABULARY IN THE METAPHORICAL PROCESSING OF FLUENT AND LESS FLUENT USERS OF ENGLISH

Order No. DA8321410

RADENCICH, MARGUERITE COGORNO, PH.D. *University of Miami*, 1983. 130pp. Supervisor: Dr. R. Scott Baldwin

Purpose. The current investigation focuses on the relative role of global vocabulary and specific attribute knowledge in the metaphorical comprehension of fluent and less fluent users of English. It was hypothesized that an 'attribute minus metaphor' difference would be similar for fluent and for less fluent users of English but that a 'vocabulary minus metaphor' difference would be larger for less fluent than for fluent users of English. Thus, it was expected that there would be an interaction between the groups for 'vocabulary minus metaphor' and 'attribute minus metaphor' scores.

Procedure. University upperclassmen of a variety of cultural and linguistic backgrounds were administered a vocabulary screening test. They then wrote their interpretations of a list of metaphors and completed two multiple choice tests which used the metaphorical vehicles of the metaphors presented previously. The multiple choice measures were tests of general vocabulary knowledge and of specific attribute knowledge.

Scores from the metaphor and multiple choice measures were converted to z-scores. The metaphor z-scores were subtracted from both the vocabulary and the attribute z-scores. T-tests compared the means of the fluent and the less fluent users of English for the 'vocabulary minus metaphor' scores and for the 'attribute minus metaphor' scores. Additionally, metaphor/attribute and metaphor/vocabulary correlations were computed for the total sample and for the fluent and less fluent groups.

Findings. The t-tests comparing the means of the fluent and less fluent users of English on the 'metaphor minus vocabulary' difference and on the 'metaphor minus attribute' difference revealed nonsignificant differences. Two post hoc analyses were done comparing more homogeneous subsamples. In both cases, results were similar to those for the total sample.

Conclusion. A synthesis of the findings indicated that global vocabulary knowledge and specific attribute knowledge are highly correlated for adult subjects. However, specific attribute knowledge was found to be more predictive of metaphorical comprehension of less fluent users of English than was general vocabulary knowledge.

Recommendation. In order to improve comprehension of metaphorical language, instructors should provide intensive vocabulary instruction which is related to specific metaphors. This recommendation is especially applicable to less fluent users of English.

THE COMPUTER IN LITERARY AND LINGUISTIC STUDIES: A RATIONALE AND GUIDE FOR A GRADUATE ENGLISH COURSE

Order No. DA8315885

RUDMAN, JOSEPH, D.A. *Carnegie-Mellon University*, 1983. 263pp.

This dissertation describes the design and implementation of a four credit hour, one semester course entitled, "The Computer in Literary and Linguistic Studies." The primary aim of the course is to give the student a strong conceptual knowledge of when and why to use the computer in his or her literary studies. A secondary aim is to give the student "hands on" experience with the computer by working through a series of exercises. The course is intended for the graduate student in English and as a technical elective for senior English majors.

The course is divided into two alternating units. Unit I deals with the literature on the use of the computer in literary and linguistic studies. Each class period in Unit I is supplied with a substantial representative bibliography. Unit II deals with the programming end of the course.

Chapter One is an essay that demonstrates the need for educating the graduate English student in the use of the computer in the full range of his studies.

Chapter Two describes the research into existing courses that teach the use of the computer to students in the humanities.

Chapter Three is the rationale and curriculum design of the course.

Chapter Four is an evaluation of the course.

COHESION IN STUDENT NARRATIVES: GRADES FOUR, SIX, AND EIGHT

Order No. DA8314746

SHEPPER, MYRA SHEILA, ED.D. *University of Georgia*, 1983. 166pp. Director: Carol J. Fisher

In order to investigate how students in grades four, six, and eight develop meaning within narrative discourse, texts were collected in public school settings using pictorial stimuli and a standard set of directions. Two boys and two girls at each grade level produced one oral and one written narrative. To examine the text forming strategies used, texts were segmented into communication units and coded for cohesive ties between units using Halliday and Hasan's (1976) coding scheme. The five major types of cohesive ties--reference, substitution, ellipsis, conjunction and lexical cohesion--were identified. Two measures of the density of cohesive ties for oral and written narratives produced at each grade level were computed and distance relations between cohesive elements were examined in terms of the average percent of immediate, remote, mediated, and mediated-remote ties produced. To illustrate the dominant patterns of cohesion found within the samples, a mapping technique was applied (Gutwinski, 1976). Four analyses of variance were computed to determine the effects associated with grade, sex, and channel of communication on each major type of cohesive tie.

The findings of the study provided a description of the development of meaning relations within the narrative mode. Results indicated that while students used all major types of cohesive ties, they did not exploit the full range of text-forming possibilities within each category. Reference, lexical, and conjunctive ties were used more frequently than substitution and ellipsis ties. The density of cohesive ties within the sample was greater for oral narratives than for written narratives; eighth graders produced more ties per communication unit than fourth graders or sixth graders. All types of distance relations occurred, but immediate ties accounted for the highest percentage of ties at each grade level. Mapping of selected portions produced evidence of a relationship between semantic structure and narrative structure. Grade level effects were statistically significant for percentage of reference and lexical ties, while the interaction of sex and grade was significant for the percentage of conjunctive ties. Sex and channel of communication were statistically significant factors in the percentage of occurrence of lexical ties.

A FORMAL THEORY OF VOWEL HARMONY

Order No. DA8319143

TOHSAKU, YASU-HIKO, PH.D. *University of California, San Diego*, 1983. 364pp. Chair: Professor Sanford A. Schane

This study examines a number of vowel harmony systems and proposes a new theory of vowel harmony which can account for the general, universal properties of this process type in simple and

precise terms, and distinguish the formal properties of vowel harmony clearly from its substantive properties.

In Chapter Two, various types of vowel harmony systems in a wide range of languages are investigated and the cross-linguistic regularities of vowel harmony are identified.

In Chapter Three, a new theory of vowel harmony is proposed which claims that any vowel harmony rule consists of such four theoretical devices as (a) a universal [+syllabic] projection, (b) a universal trellis-branching tree assignment, (c) labelling assignment rules and (d) percolation rules. Among these four formal mechanisms, the trellis-branching tree and labelling assignment are new to phonological theory, and play an important role in the analysis of vowel harmony. The use of the trellis-branching tree can capture the difference in the predictability of directionality between symmetrical and asymmetrical vowel harmony systems. Two types of labels, P(ercolator)-labels and C(ork)-labels, are used in the analysis of vowel harmony. These two types of labels can characterize the differences and similarities among six types of vowels commonly observed in vowel harmony: triggering, target, neutral, opaque, blocking and absorbing vowels. Furthermore, these two kinds of labels, along with universal constraints proposed here, can account simply and explicitly for the universal properties of vowel harmony and the behavior of three types of disharmonic roots: opaque, neutral and foreign roots.

In Chapter Four, the new theory is compared with some previously proposed analyses of vowel harmony, and it is shown that this proposal not only simplifies the description of vowel harmony systems, but also makes it possible to capture various linguistically significant generalizations on vowel harmony.

In Chapter Five, the new theoretical devices are applied to processes other than vowel harmony (e.g. nasalization) in order to support a more general account of the proposed theory.

CHILDREN'S PRODUCTION AND PERCEPTION OF ENGLISH VOICELESS FRICATIVES Order No. DA8319697

VELLEMAN, SHELLEY LYNNE, PH.D. *The University of Texas at Austin*, 1983. 163pp. Supervisor: Peter F. MacNeilage

Child phonologists have recently become aware that children's misproductions may have complex perceptual and articulatory bases. Perceptual and articulatory studies have shown that, in some cases, the child may not have the adult phoneme as his or her target. In other cases, child forms that adults hear as identical have been found to differ acoustically. Thus, a complete model of child phonology must take acoustic and perceptual data into account.

In this study, children's voiceless fricatives were chosen as a likely source of evidence that some sounds may be articulatorily difficult, while others are perceptually difficult. In particular, adult and child production data indicate that /s/ is articulatorily challenging under adverse circumstances and for inexpert speakers. In contrast, adult, child, and infant perception studies show that /θ/ causes perceptual difficulties, especially when paired with /f/.

The voiceless fricatives of twelve normal, monolingual, English-speaking children were recorded, transcribed, and analyzed acoustically, and these same children participated in perception tests of voiceless fricative pairs. The children ranged in age from 3;2 to 5;6.

Acoustic and statistical analyses revealed that /s/ was an articulatory problem for these children. It was frequently distorted, but rarely misperceived. Apparent substitutions of [θ] for /s/ proved to differ acoustically from productions of [θ] for /θ/, indicating that this substitution has an articulatory basis.

In contrast, /θ/ proved to be a perceptual problem for many of these children. They generally discriminate it poorly from other voiceless fricatives, especially (f). Only those who perceived it well produced it well, and vice versa. Acoustic, perceptual, and observational data support the view that substitutions for /θ/ have a perceptual basis.

These findings provide further evidence that only through careful acoustic and perceptual studies can we determine the true nature of children's phonological systems.

FROM MEANING TO DEFINITION: THE DEVELOPMENT OF WORD MEANING IN THE SCHOOL-AGED CHILD

WATSON, RITA PATRICIA MAY, PH.D. *University of Toronto (Canada)*, 1982.

This study explores the development of definitions in children from five to ten years of age. A variety of arguments are presented in support of the following thesis: Definitions are reflective, or metalinguistic expressions about words and word meaning; the development of definitions consists in rendering word meanings that are largely implicit in oral language more explicit and expressible; and this articulation of definitions is shaped by the child's attention to, and honoring of, the linguistic form of the definitional expression.

One hundred and ten children between the ages of five and ten years were asked to define eight common nouns familiar to most preschool children. On a second occasion, the children were read a narrative text containing four nonsense words and their definitions, and asked for immediate recall of the definitions. On a third and final occasion, the word definition task from the first occasion was repeated, followed by an intonationally emphasized version of the definitional question, probes for further expressible knowledge about the meaning of the word, a comprehension task to determine receptive language knowledge of the meaning of the word, delayed recall of nonsense word definitions and finally, a definition task involving superordinate category terms.

The results suggest that a coherent set of rules for defining words are developing between five and ten years of age. The structure of definitional expressions in remarkably stable across repeated tests, and a task in which four nonsense words were introduced by means of definitions had no measurably significant effect on how the children defined known words. Further, a comparison of comprehension scores with definitions suggested that the children knew more about word meanings than they typically expressed in their definitions. The explication of known but implicit word meanings thus seems more central to the development of definitions than growth in the underlying referential knowledge base per se.

The development of rules for making implicit word meanings more explicit and expressible is manifested in increased use of conventional semantic and syntactic forms in children's definitions. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

THE EFFECTS OF SEMANTIC AND STYLISTIC VARIATIONS IN LANGUAGE ON PERCEPTIONS OF SOCIAL INFLUENCE CHARACTERISTICS Order No. DA8316400

WYMAN, ELIZABETH ANN, ED.D. *The University of Tennessee*, 1983. 104pp. Major Professor: Dr. Naomi M. Meara

This study investigated the effects of variations in certain semantic and stylistic components of a counselor's language on perceptions of that counselor's social influence as measured through the

dimensions of perceived expertness, trustworthiness and attractiveness. The language variables used in this study were derived from a linguistic theory called case grammar which is also the basis for the Computer Assisted Language Analysis System used in this study to verify the exact variations in the independent variables. The subjects were 132 undergraduate students divided into four groups. Each subject listened to one of four 20-minute counseling audiotapes that systematically differed only in the semantic and stylistic properties of the counselor's language. Subject perceptions of the counselor were measured via the Counselor Rating Form (Barak & LaCrosse, 1975). A multivariate analysis of variance was performed to determine the effects of the language variations, with one way analyses of variance used as follow-up tests. The results showed that: (a) semantic variations had no significant effect on perceptions of the counselor's social influence, (b) stylistically complex language yielded significantly better ratings of the counselor's expertness than did use of a simple style, (c) there is no interaction effect for these semantic and stylistic measures on the three social influence dimensions. The implications of these findings for counselor training programs, for research on conceptual level and for research on language as a mediator of the social influence process are discussed. Methodological considerations for future research are included.

THE INDEPENDENCE OF LANGUAGE: A CASE STUDY

Order No. DA8322047

YAMADA, JENI ELLEN, PH.D. *University of California, Los Angeles*, 1983. 284pp. Chair: Professor Victoria Fromkin

This study explores the language and nonlanguage cognitive abilities of a mentally retarded young woman, "Marta," who may be called "hyperlinguistic" or "hyperverbal" in that she presents a performance profile of advanced linguistic abilities alongside markedly depressed nonlinguistic cognitive abilities, with her testable IQ in the low 40s.

Documentation of Marta's language and nonlanguage cognitive capacities provides the opportunity to address key issues regarding the relationship between language and other mental functions and the relationship among language components.

Marta's profile indicates that language can develop despite extremely limited nonlinguistic cognitive abilities, some of which have been hypothesized to be prerequisite to language or to reflect underlying principles necessary for both nonlinguistic and linguistic development. Her performance also supports the notion that various aspects of language are separable and indicates that they may be differentially linked to nonlanguage functions. The computational or structural aspects of her language are superior to and relatively more independent of her cognitive level, while the conceptual aspects (e.g., pragmatic, referential, thematic, etc.) more closely correlate with her general cognitive level. Thus, Marta's profile refutes claims that language can be fully accounted for by nonlinguistic, cognitive, perceptual, and social developments, and suggests that there are cognitive principles unique to language.

Chapter I gives some theoretical perspective and background for the investigation. Chapter II details Marta's case history and behavioral description. Chapter III outlines the methodology used in assessing her abilities. Chapters IV and V detail Marta's language and nonlanguage capacities, respectively. Chapter VI discusses the implications of this profile for views of the language/cognition relationship and for a theory of language acquisition.

MORIC PHONOLOGY: TOWARD THE ESTABLISHMENT OF A NEW PHONOLOGICAL UNIT

Order No. DA8312187

YOSHIDA, HIROSHI, PH.D. *University of Washington*, 1983. 173pp. Chairperson: Professor Michael K. Brame

Moric Phonology is an attempt to incorporate a new higher-level phonological unit called 'mora' into the theory of generative grammar, and is also an attempt to replace the multi-functional syllable with the mora, which is a much simpler notion of unit, by distributing the various functions of the syllable to the mora and the segment, in order to provide a simple and adequate description of grammar as well as more generalization.

As soon as phonologists noticed the lack of some generalizations in the initial account of generative phonology, they started trying to incorporate a higher-level phonological unit, particularly the syllable, into the theory, to capture them. As a consequence, now we have a several different approaches or 'types of theories': Natural phonology, Autosegmental phonology, Metrical phonology, etc. The common fact about these different approaches is that they are all syllable-based in one way or another. So, they have common problems. While they try to feature the syllable as a basic unit in a phonological, especially prosodic, description, many rules must refer to not only the syllable, but also the segment *and* at least one more type of unit which they also call a mora. Furthermore, they must encounter the difficult problem of syllabification which they hope to be universal. Due to these difficulties, their approaches often become highly complex.

On the other hand, Moric phonology features the mora whose segmental compositions are CV, V, and non-prevocalic C, all of which have a common psychological length. The mora is not only attested in terms of psychological reality in various versifications and writing systems, the concept also explains some important phonological phenomena such as that CVV and CVC behave in the same manner in accent assignment. The more significant advantage of Moric phonology is that, unlike the syllable-based approaches, it requires only one type of higher-level unit, and the structure is very simple and universal. To show this, I provide a new analysis of accent in Japanese, Latin, and Beja, for which previous analyses require the syllable and the mora, and also provide a segmental analysis in Japanese.

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